

UNIT – VII: CONCEPT OF TEACHING

Unit 7: Concept of Teaching : Meaning, definitions, criteria for teaching – teaching an art or a science? – relationship between teaching and learning – analysis of the concept of teaching - teaching as a deliberately planned process: analysis in terms of teaching skills – general model of instruction – Pre-active, Interactive and Post active phases and teachers role in them.

Introduction:

Teaching is a process intended for learning by inducing a behavioural change in the taught. It is an art of communicating a message with impact on audience. Teaching creates knowledge awareness and feelings in the taught and brings about behavioral change. Teaching is not confined merely to the provision of academic knowledge. It also includes discipline and behavior as well. The teacher guides the student to behave in the proper manner, according to the cultural and social expectations.

Meaning:

Teaching means interaction of teacher and students. They participate for their mutual benefits. Both have their own objective and target is to achieve them. Teaching includes all the activities of providing education to other. Teaching is processes where students are treated as consumers of knowledge. It does not always have a fixed agenda and being rigid, but being flexible, fluid, experimenting, and having the confidence to react and adjust to changing circumstances. It is agreed that teaching is a many – sided activities consisting of a number of verbal and nonverbal acts.

- **T-** Transferring the knowledge.
- **E-** Enlightening with the present living conditions.
- **A-** Alligning with portion and real life.
- **C-** Character building.
- **H-** Healing touch offer.
- **I -** Involvement with the student in studies.
- **N-** Nurturing the thoughts into reality.
- **G-** Giving a final shape.

Definitions:

According to **Gage**, "Teaching is a form of interpersonal influence aimed at changing the behavior potential of another person."

Edmund Amidon defined it as -" Teaching is an interactive process, primarily involving class room talk which takes place between teacher and pupil and occurs during certain definable activity."

Brubacher, " Teaching is an arrangement and manipulation of a situation in which an individual will seek to overcome and from which he will learn in the course of doing so."

Skinner- Teaching is the arrangement of contingencies of reinforcement."

Ryans - "Teaching is concerned with the activities which are concerned with the guidance or direction of the learning of others."

H.C. Morrison – Teaching is an intimate contact between a more mature personality and a less mature one which is designed to further the education of the latter.

Nature and characteristics of teaching

1. The main character of teaching is to provide guidance and training.
2. Teaching is interaction between teacher and students.
3. Teaching is an art to give knowledge to students with effective way.
4. Teaching is a science to educate fact and causes of different topics of different subjects.
5. Teaching is continues process.

6. Teacher can teach effectively, if he has full confidence on the subject.
7. Teaching encourages students to learn more and more.
8. Teaching is formal as well as informal.
9. Teaching is communication of information to students. In teaching, teacher imparts information in interesting way so that students can easily understand the information.
10. Teaching is tool to help student to adjust himself in society and its environment.

Criteria for Teaching

Teaching effectiveness is perceived as an aggregation of qualities like:

- (i) Knowledge of the subject matter;
- (ii) Clarity and understanding;
- (iii) Presentation skills;
- (iv) Human relations and rapport with the students; and
- (v) Class management.

All these factors determine effectiveness of teaching. There are three major criteria for assessing effectiveness of teaching viz.

- i) Product,
- ii) Process and
- iii) Presage. These concepts may be discussed here for clear perception.

1. The first criterion is the product effectiveness.

Product is what students learn and advocates of this criterion emphasize that the best test of teaching effectiveness is how much and how well students achieve. This includes achievement in the three domains: Cognitive, effective and psychomotor. For example, students gain in the content of the subject, knowledge and understanding their achievement in affective aspects like attitude, interests, appreciation and so on and students gain in psychomotor skills like drawing, handwriting, handling equipment, conducting experiments, preparing teaching aids and other related abilities. The difference between the pre-teaching and post-teaching behaviour is the measure of product effectiveness.

2.The second criterion is process effectiveness. Assessment of teacher's effectiveness is made in terms of what the teacher does, what the students do, the interaction between them and so on. The examples of this criterion are:

- Teacher behaviours like explaining, questioning, leading discussions, counselling, evaluating, etc.

- Students, behaviour like attentiveness, participating in discussions, conducting experiments, workshop activities and so on.
 - Teacher-students interactions like exchange of ideas, teacher-directed and student directed exchanges, warm reception and mutual responses. In the teaching process, the presentation of the subject matter, fluency, skills in using various methods, techniques and audio visual aids creating interest and humour, generating motivation and morale. The teacher may assess himself, students may evaluate, supervisions and colleges may check the teaching effectiveness. In teaching work, teacher's behaviour, the climate in the classroom and interactions determine the process effectiveness.
3. **The third criterion is presage effectiveness** which is mainly concerned with predictive factors. A teacher's present and future effectiveness is judged on the basis of his Cognitive ability, personal appearance and other characteristics. The instances of this criterion are cognitive competence of teachers, amount of college workload, grade points, and personal qualities and so on. All this can be judged indirectly on the basis of records, tests and ratings in and outside the classroom.

On the whole, most of the researchers have pointed out the following characteristics for effective teaching.

- intellectual efficiency
- creativity
- flexibility
- personal rapport
- involvement
- confidence
- motivation
- understanding
- techniques as well as methods of presentation

TEACHING: AN ART OR A SCIENCE

Teaching is an Art:

Teaching involves “artistic judgement about the best way to teach”. When teaching leaves the laboratory or text book and faces the students to real, “the opportunity for artistry expands enormously”. Teachers need to be able to feel the pulse of the classroom, to know when to re-teach, when to skip content that has already been learned, when to give kids a break, and when to incorporate humor (N.L.Gage). They need to connect personally with learners and create safe environment. Flexibility and enthusiasm are essential. Science cannot prescribe successfully at all situations as teachers respond and interact with judgement, insight or sensitivity to promote learning to the students.

Teaching is based primarily on feeling and artistry. Teachers should be able to express their emotions, feelings or real personality while teaching so as to affirm and value the students. Nevertheless that the teaching is solely based on feeling and art. If it is so, then it will be difficult to measure how much the students have achieved in learning and whether or not the aim of education have been fulfilled with regard to that, it is importance to have observable and measurable aim in teaching so that the progression of teaching and learning can be examined and supervised.

Teaching as a science:

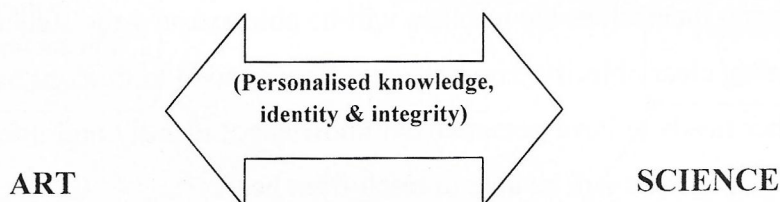
We have to “hand (our ends) over to science” as the best method of achieving our aims of education that is value – oriented. The planning of a curriculum by objectives that is more precise and can be measured. The process of education can be tackled by science by eliminating the values aspect, by making objectives of education measurable, the progress of what has been achieved and what more needs to be done can exactly been observed. Teaching deals with human being, teachers should be able to convey knowledge in a suitable manner in promoting learning to students. For this purpose, the art of teaching is very crucial as it is the process to achieve the educational goal as well as to satisfy human needs the teachers needs technology skills to deliver content, math skills to communicate effectively, and time management skills to accomplish everything the job demands.

Teaching as both an art and a science:

Some educators perceive teaching as an art which practiced by individual who are born with intuitive awareness, whereas others view teaching as a science that practiced by in a scientific manner.

Is teaching an art, a science or a combination of both elements? In the light of this issue, the argument is about whether teaching is an activity involving general laws or principal as well as scientific terms to facilitate planning; or whether it is an individualistic, intuitive and spontaneous process to produce creative work as it involves so many factors which are impossible to specify general lines of direction, so teaching involves both art and science.

TEACHING



There are three basic important principles in education which are aim (goal and objectives), mean (process and method) and end (evaluation and assessment). The aim of education involves the science of teaching where observable and measureable goals and objectives are developed. The goals and objectives will be stated specifically and clearly based on the student's ability. Mean of the education may involve both the art and science of teaching.

The process or method of teaching is planned by teacher accordingly – this is where teacher is regarded as a science, and teacher will be using different approach for different types of classes or different students. At this stage, teacher will use their own experience and creativity to deliver knowledge and to make the students understand by using their personalized knowledge – this is where teaching is regarded as an art. Likewise, end of education may involve both elements science and art. At this stage, teacher will identify a suitable assessment to evaluate the students' understanding which can measure the students' different ability. Teaching will be evaluated based on students' achievement on the assessment.

Science and art cannot be separated in teaching. Both complement each other. A teacher can be regarded as a scientist or an artist. When a teacher being a scientist, his or her laboratory is school, the instruments or apparatus are lesson plan as well as school facilities while the chemicals are the students. When doing the research in the laboratory, the scientist will use judgement, intuition and insight in handling the unpredictable – contingencies (Gage, 1978). It same goes with the teacher. The teacher will act as a scientist in a classroom, using trial and error method in order to find the most appropriate way to teach the students so as the students will understand better.

Learning activities is the strategies in achieving goals. A teacher is regarded as an artist when he is able to use creativity and sense in order to find the best strategies so that the goals can be achieved. Thus, teacher should be creative to promote learning by encouraging the students through sense and make the lesson alive as the students can feel what they learn. Each teacher is unique as each has his own personalized experience. Teacher's character or personality is expressed during the teaching process. At the same time, even though each teacher employing different methods of teaching, they have to ensure that the process of teaching is able to reach their goals in teaching. This is where the science and the art of teaching are applied in education.

Conclusion:

It is crucial for a teacher to teach students by heart as it will bring teacher closer to the students. Teachers have to know themselves and the subjects that they will be going to teach before knowing the students. Only after knowing themselves the teachers will be able to know the students well. Teaching is a science as well as art, having clear objectives or goals and striving hard to think of different and interesting way of teaching. A teacher needs to have personalized knowledge/ identity and integrity in his life. From these three elements then the teacher will be able to teach from heart.

Relationship between Teaching and Learning

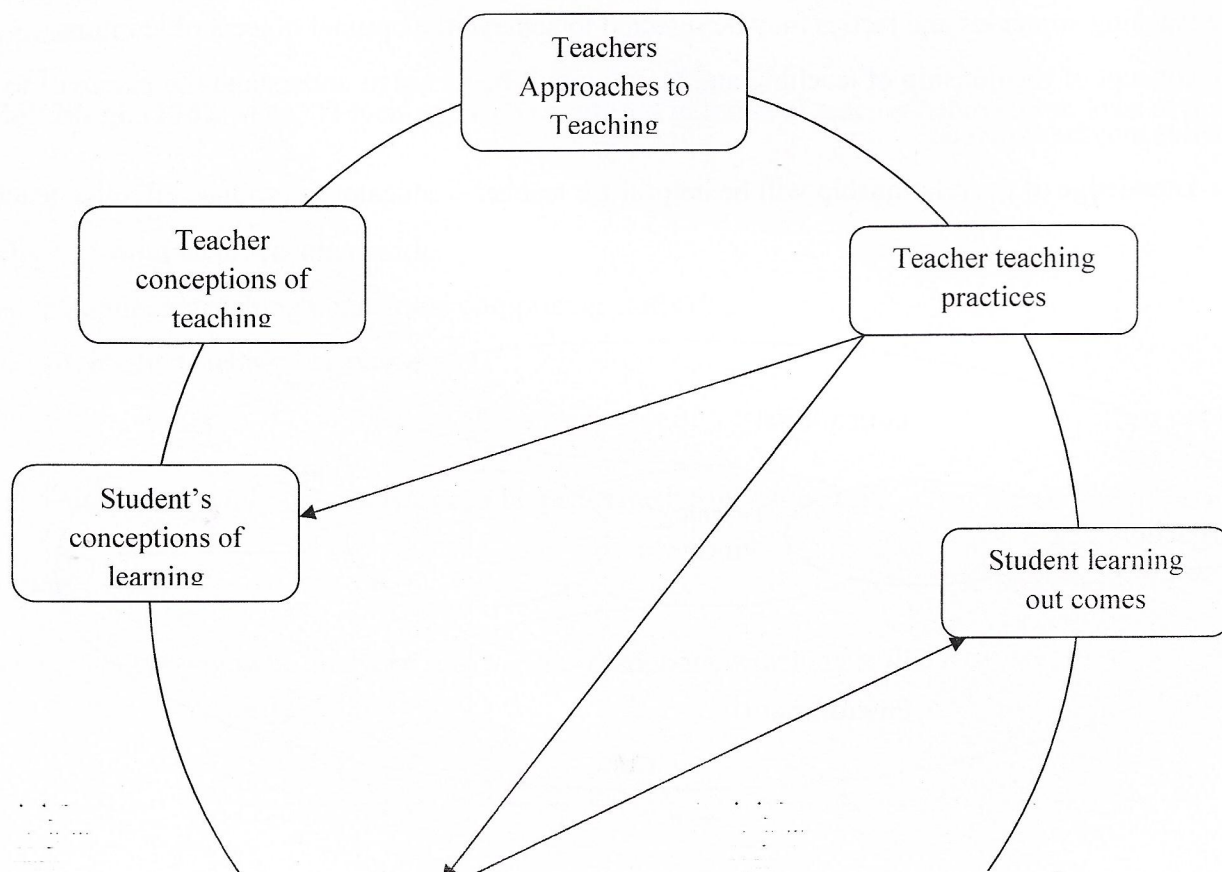
Teaching is the activities that are designed and performed to produce change in student behaviour. The main focus of teaching is to facilitate learning. Where there is teaching, learning must be there. Teaching activities are designed to produce change in the behaviour of the learner. Therefore, a new

concept of teaching – learning has emerged out in the field of education. The concept of teaching is incomplete without learning and to conclude that teaching consists of all those activities or system of actions that are intended to produce learning.

The question arises where it is essential for all types of teaching to be ended in some or the other types of learning. Similarly it is essential for learning that it should be initiated or handled by some or the other type of teaching. The types of cause and effect relationship do not exist between teaching and learning. It is not essential for a teaching to be ended with same or other types of learning. Similarly learning may also take place without involving the formalities a teaching process.

Thomas. F. Green has argued that “there is no learning without teaching and teaching may not be without learning”. “Teaching intent or goals may be learning but all teaching may not facilitate learning”. For example the doctor gives a treatment to cure the patient but every patient is not cured by the treatment. Teacher designs teaching to induce learning but every student are not able to learn. On the other hand learning is the change in behaviour through situations and activities. The purpose of teaching is to create appropriate situations which facilitate learning in the boarder sense. Thus, no learning is possible without teaching and all teaching may not result in learning. A good teaching always be so designed and performed as to result in maximum learning. One should learning economy and avoids wastage of resources.

A learner may also be highly benefited though a well organized system of actions (known as teaching) for achieving these learning objectives. Therefore, as Gage (1969) considers, “The process of teaching and learning must be adapted to each other so as to make whatever combinations of procedures pay off best”.



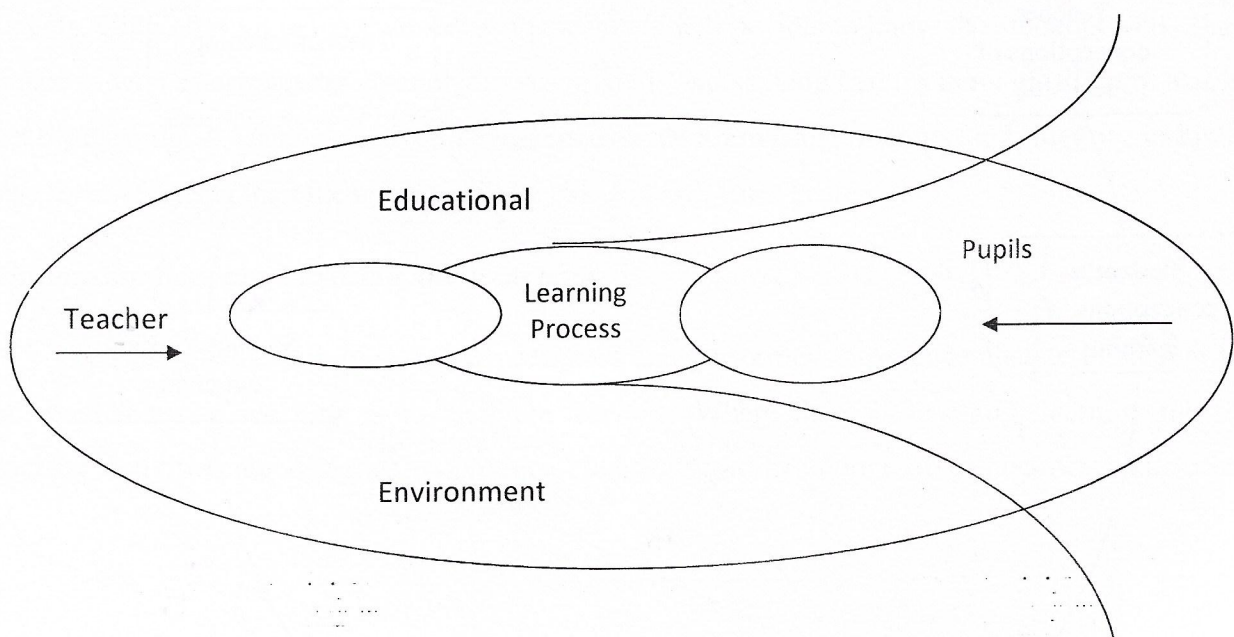
Teaching Learning Environment

Teaching means organizing conditions of learning that are external to the learner. These conditions need to be constructed in a stage -by - stage, each stage is the just acquired capabilities of the learned, the requirement for retention for these capabilities.

Need of relationship between teaching and learning:

William H.Burton (1958) has made an attempt to investigate the relationship between teaching and learning based on the following reasons;

1. Teaching can be made effective by rating it to learning.
2. Teaching objectives can be identified in behavioural terms and appropriate learning situations may be created to realize these objectives.
3. The appropriate teaching conditions or structures may be generated for effective learning.
4. The effective teaching aids may be selected for creating learning situations.
5. The teaching strategies and tactics may be selected to achieve the optimal objects of learning.
6. The concept of relationship of teaching and learning will be an aid to understand the nature of teaching theories may be evolved.
7. The knowledge of the relationship will be helpful for teacher – educator to produce effective teachers.



Bernard's Paradigm of Teaching & Learning Relationship

According to **Stones and Morries (1972)** we need not consider learning to be an immutable, fixed, given process to which teaching must be adapted. Instead we should concern of a teaching – learning process, both of whose parts (teaching activities as well as learning process) can be charged to make learning more effective. It means that where teaching must make a central concern of the process of education or scheme of pedagogy, the learning, in turn should be made a central theme and goal for every teaching.

Analysis the concept of teaching

Teaching as an interactive process interaction means participation of both teacher and student and both are benefitted by this. The interaction takes place for achieving desired objectives. The attempt have been made to analyze teaching is several ways with a view to understanding it, designing teaching materials and methods for realizing the specific activities, perform the task of teaching effectively, evaluate and then modify it (on the basis of feedback) for acquiring teaching competency and proficiency.

An analysis is concerned with the process of breaking or separating out the elements or constituents of a substance, therefore, an analytical description of teaching would demand the breaking or separating the different components or elements of the process teaching.

According to **wage (1968)** “Teaching skills are specific instructional techniques and procedures that a teacher may use in the classroom. They represent an analysis of the teaching process into relatively discrete components that can be used in different combinations in the continuous flow of the teacher's performance”.

Ajit Singh (1982) state, “Teaching can be analyzed in terms of teacher behaviour at least at three levels viz.

- viii. Component teaching skills.
- ix. component teaching behaviours comprising skills &
- x. Atomistic teaching behaviour

Diagrammatically this analysis can be prescribed as given below.

Teaching

Level. I : Teaching may be analyzed into various component teaching skills.

Say S1, S2, S3,..... Sn.

S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	Sn
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Level. II : Each of the component teaching skill may be analyzed into a number of component teaching behaviours.

say C1, C2, C3..... Cn

S7 (Component teaching skills)

C1	C2	C3	C4	C5	C6	C7	C8	C9
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Level. III: Each of the component teacher behaviour may be further analyzed into atomistic teaching behaviours.

Say Tb1, Tb2, Tb3,..... Tbn

(Component Teaching behaviour – 4)

Tb1	Tb2	Tb3	Tb4	Tb5	Tbn
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An analytical description of teaching skills related to the following activities.

- iv. Activities undertaken in the teaching process
- v. Teaching objectives to be achieved through these activities

B.K.Passi (1976) has concluded that teaching contributes a number of verbal and non-verbal teaching acts like questioning, acquiring pupil response, smiling, rewarding and nodding to pupil, response, and movements in the class, gesture etc. Base on the analysis it can be easily concluded that the complex task or reaching may be safely analyzed into limited but well defined components called “Teaching & skills” or “Technical Skills” of teaching

Teaching as a Deliberately Planned Process

The key aspect of effective teaching is having a plan for what will happen in the classroom each day. Teaching and learning should be well planned with clear objectives that are understood by learners. The approaches to teaching and learning should engage all learners, encouraging them to be active partners in the process.

The term instructional strategy is used to mean a deliberated act of teaching that focuses on learning to meet a particular purpose when the teacher interact with their students they use a range of deliberate acts of teaching. They use them to develop students' knowledge, strategies and awareness in terms of learning. The importance of deliberate strategic teaching cannot be over emphasized. However, much learning is incidental and improved student outcomes result from both planned and incidental learning experience.

The activities should be relevant to the needs of learners and to the programme they are following;

- i. Creating such a plan involves setting realistic goals.
- ii. Deciding how to incorporate course textbooks and other required materials, and
- iii. Developing activities that will promote teaching.

This means that teaching learning session should,

- ❖ meet individual learning needs.
- ❖ certain activities that motivate and engage all learners whatever their age ability and cultural background.
- ❖ make clear links between schemes of work and individual sessions plans; and
- ❖ a teacher who is prepared is well on his way to a successful instructional experience

Purpose of Planning:

The purpose of planning includes:

- i. clarification of the objectives to the pupils,
- ii. provision for individual differences,
- iii. development of means for stimulating interest,
- iv. provision for a logical instructional sequence
- v. provision for flexibility and
- vi. enabling the teacher to teach with confidence

Elements of Planning:

1. Statement of objectives:

This clearly shows what is to be taught and the outcomes to be achieved, expressed in terms of pupils learning.

2. Statement of activities:

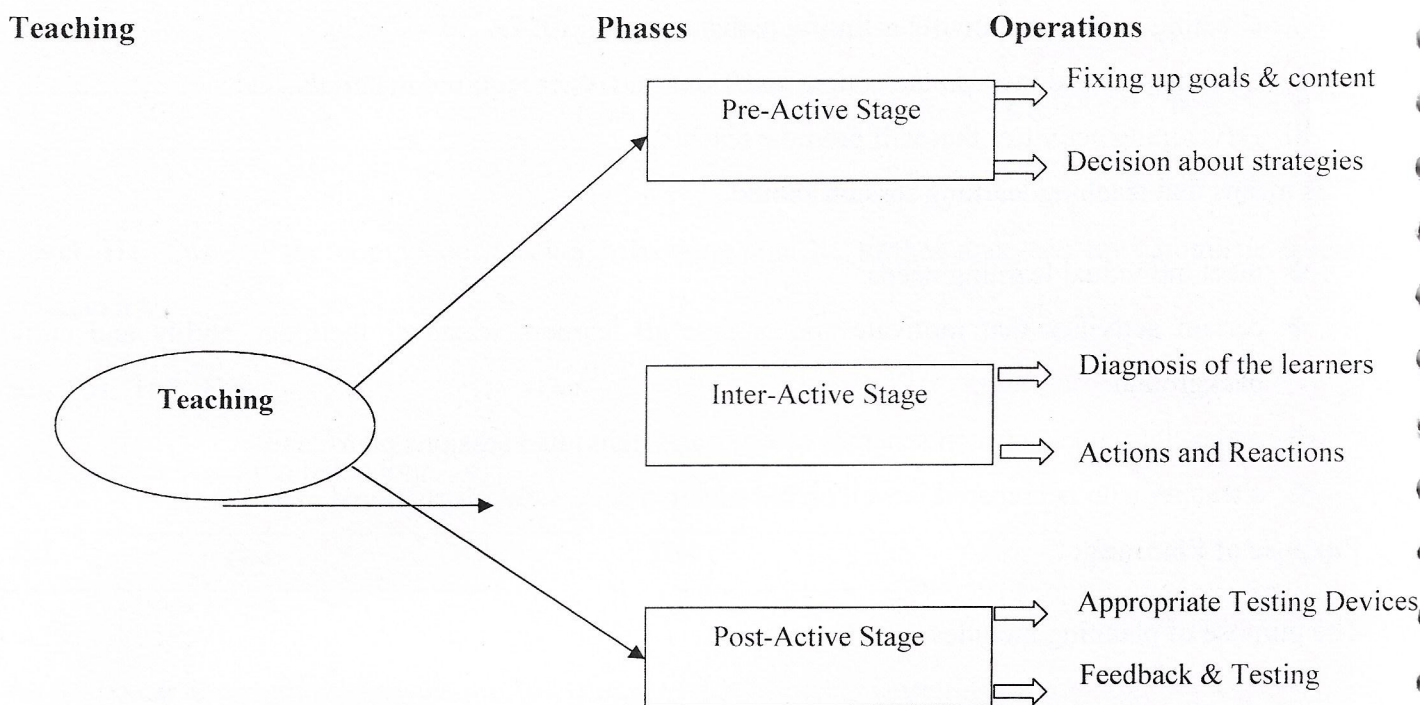
A logical step-by-step sequence of instruction necessary transition and an appropriately developed ending;

3. List of Materials: to be used

4. **Assessment**, in including at least two types of assessment: Assessment of pupil learning, and assessment of the teaching procedures.

Phases of Teaching (General Model of Instruction)

Teaching is a complex task for performing this task, a systematic planning is needed. Teaching is to be considered in terms of various steps and the different steps constituting the process are called the phases of teaching. The teaching can be divided into three phases;



Phases of Teaching (Philip. W. Jackson)

1. Pre-active Phase:

In the pre-active phase of Teaching, the planning of teaching carried over. This phase includes all those activities which a teacher performs before class-room teaching.

Pre-teaching consists essentially of the planning of a lesson. The planning of lesson needs to be seen in broader terms, not merely the designing of a lesson plan. Planning includes identifying the objectives to be achieved in terms of students learning, the strategies and methods to be adopted, use the teaching aids and so on.

It the planning phase of teaching acts. The foundation of this phase is set through the establishment of some kind of goals or objectives, and discovering ways and means to achieve those objectives. Planning is done for taking decision about the following aspects:

- f. Selection of the content to be taught

- g. organization of the content
- h. Justification of the principle and maxims of teaching to be used.
- i. Selection of the appropriate of methods of teaching.

Role of the teacher in the Pre-active phase:

It comprises the activity of planning teaching-learning process. The teacher has to plan to simplify the complex process in the following way.

- m. Analyzing the content
- n. Deciding on the position of the content to be selected for instruction.
- o. Deciding on instructional objectives for the chosen content on the basis of the knowledge about.
 - xvii. Lend of students
 - xviii. Their socio-cultural context
 - xix. Time available
 - xx. To study different learning experience that is suitable for achieving the set objectives.
 - xxi. Deciding the method of evaluating learning and the specific item of evaluation.

2. Interactive Phase:

The second phase includes the execution of the plan, where learning experience are provided to students through suitable modes. "The teacher provides pupil verbal stimulation of various kinds, makes explanations, ask question, listen to the student's response and provide guidance".(Jackson).

Learning is directed in Pre-determined directions to achieve certain pre-specific goals. The varieties of experiences that students go through with a teacher, among themselves provide learning opportunities. The activities included in the interactive phase are;

Sizing up of the class:

As the teacher enters the classroom, first of all he/she perceive the size of the class. The teacher throws his eyes on all the pupils of the class in a few moments. The teacher should appear as an efficient and impressive personality.

Diagnosis of the learners:

- xiii. Abilities of learners.
- xiv. Interests and attitude of learners.
- xv. Academic background of learners.

Action and reaction of achievement:

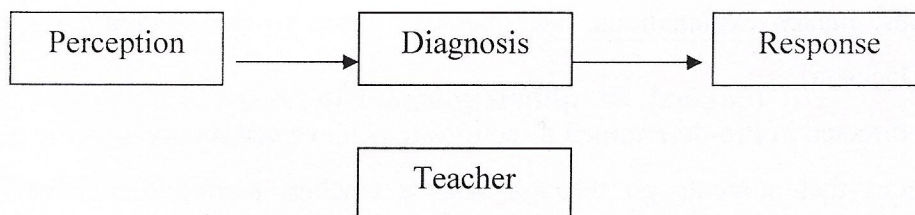
- i. Initiation
- ii. Response

Both these activities are known as verbal interaction. Both these activities occur between the teacher and the students. When a teacher performs some activities, the student's reaches (or) when students perform some activities, the teacher reacts. This way the inter-action in the teaching takes place.

Role of the teacher in the Inter-active phase:

The teacher also plays the role of a manager during the teaching-learning process, they are as follow,

- vi. To sense the students are becoming bored, a teacher decides to stop teaching
- vii. To realize that the student has not understood a point fully, a teacher decides to simplify the explanation with more examples.
- viii. To make a lesson more interesting a teacher decides to narrate a related story.
- ix. As students start making too much noise and could not be managed by a teacher should decides to let them go out and play.
- x. As the prepared plan does not prove effective to make students understanding the point, a teacher decides to deviate from the plan and tries out another sequencing of learning experiences.



3. Post – Active Phase:

In this phase, as the teaching tasks sums up, the teacher asks the questions from the pupils, verbally or in written form, the measure the behaviours of the pupils so that their achievements may be evaluated correctly. Therefore without evaluation teaching is an in complete process. It is related with both teaching and learning. The following activities are suggested in the post – active of teaching.

- v. Defining the exact dimensions of the changes caused by teaching
- vi. Selecting appropriate testing devices and techniques
- vii. Changing the strategies in terms of evidences gathered.

Role of the teacher in the post-active phase:

Post-teaching phase involves teachers' activities such as analyzing evaluation results to determine students learning, especially their problems in understanding specific areas, to reflect on the teaching by self, and to decide on the necessary changes to be brought in the system in the next instructional period.

As a result in the post-teaching phase, a teacher analyses results, reflects on self and modifies the teaching-learning purpose of being as effective as a teacher.

Difference between Pre-active and interactive Teaching:

1. Pre-active teaching operations are concerned with planning aspects of teaching whereas interactive teaching operations are related to presentations aspects.
2. Pre-active behaviour is more or less deliberate whereas interactive is spontaneous. The teaching is highly rational process.
3. The pre-active behaviour is more or less predictable whereas interactive teaching behaviour is more concurrent.
4. In the cognitive style between pre active and interactive teaching. The interactive teaching behaviour is rapid in the classroom events when students are import of him whereas pre active teaching is rather show.
5. These differences in teacher behaviour with and without students have relevance for the teaching task, for justifying certain training requirements and for identifying the criteria of good teaching.